**Summative Authentic Assessment:**

**“The Swan”**

**By Jim Gent and Rachelle Burgess!!**

**Project Description:**

Students will be assessed on their ability to perform 2 or 3 part harmony(their choice), in their performance of “The Swan” in small groups of 6-7 students on the instrument of their choice (either voice, using words or solfege, or any barred percussion instrument in the room).

**Procedures::**

1) Teacher leads students in singing “The Swan” as a large group (known song). The teacher will record this performance.

2)Teacher plays back what the students sang, and then plays a stylized recording of “The Swan” for comparison.

3) Teacher calls on students, and asks:

“What do you hear?”

“What makes this performance sound different from your performance?”

“What do you like about this performance, and what do you like about your performance?”

“What would you like to change in your next performance of ‘The Swan‘?”

4) Teacher instructs students to break into 4 groups of 6-7 students. 2 groups are on one side of the room, and 2 on the other.

Each student decides whether they would like to sing or play in their group.

Teacher instructs: “Groups can be all players, all singers, or a combination of the two.”

5)Rehearse the whole class again. Instruct them to sing the song through 2 times.

(Groups 1 & 2 come in first at the first entrance)

(Groups 3 &4 come in at second entrance)

Everyone plays “The Swan” twice.

6) Let groups work independently, and practice at a piano level, not a forte level

(about 10 minutes)

7) Performance time: Groups can volunteer to go first, or you can choose who goes first if they are reluctant. Cue them I and conduct them. You will need to record the performance so you can listen to the groups if needed for the final evaluation. It ican be difficult to do assessment as they perform so the recording is a useful backup.

**Evaluation Criteria:**

- Can the student sing /play in tune?

- Can the student sing/play in time?

- Can the student perform with dynamic sensitivity to the rest of the ensemble

(can they blend)?

- Does the student enter the music at the appropriate moment?

- Does the student stop playing/singing at the appropriate moment?

**Resources:**

**S’s will have access to:**

-Limited teacher guidance in their small groups.

-Mastercopy with solfeg.

-All barred percussion instruments in the room.

-Their voices!